DOCUMENT RESUME

ED 162 728 PS 010 104

TITLE Foster Parents' Handbook. Volume I: General Information.
INSTITUTION Alaska State Dept. of Health and Social Services, Juneau. Div. of Social Services.
REPORT NO DSS-78-03
PUB DATE Feb 78
NOTE 63p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Adolescents; Child Advocacy; *Child Rearing; Child Responsibility; *Child Welfare; *Foster Children; *Foster Family; *Foster Homes; *Parent Child Relationship; Problem Solving
IDENTIFIERS *Alaska

ABSTRACT

In 23 brief chapters this handbook provides information about purposes, procedures, legal arrangements, interpersonal relationships and other topics related to foster child care in Alaska. Chapters 1 through 3 are introductory. Chapter 4 gives information concerning Foster Parent Associations and includes a member recruitment form. Chapters 5 through 10 relate background information on such subjects as the nature and purposes of foster care, the procedures followed in child placement, and the rights and duties of parties to the foster care arrangement. Chapter 10 suggests guidelines for the first foster parent contact with the child. Chapters 11 through 16 are designed to help foster parents understand both the child and the foster home situation. The effects of separation on the child are described, and suggestions are made to help foster parents deal effectively with the child's feelings. Guidelines for handling everyday concerns--such as discipline, household duties, medical care and religious training--are provided. Also discussed are problems of adolescent foster children, emergencies, the child's contact with his family of origin, and the effects of foster care on the foster family. Chapters 17 through 22 deal with issues of confidentiality of information, liability insurance, relocation of residence, termination of the foster care agreement, adoption and death of the foster care child. Chapter 23 consists of various appended materials: an anti-discrimination statement, a list of 24 books with brief annotations for foster children of various ages, and lists of 77 books and articles on diverse topics for foster parent self-education. (RH)

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FOSTER PARENTS' HANDBOOK

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VOLUME I

GENERAL INFORMATION

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STATE OF ALASKA

Department of Health and Social Services
Division of Social Services

FOSTER PARENTS' HANDBOOK
Volume I: General Information

Alaska Department of Health & Social Services
Division of Social Services
Juneau, Alaska
February, 1978

PS010104

FORWARD

This handbook for foster parents was developed as a result of a recommendation by the Task Force on Foster Family Services, a broadly representative group which was charged with evaluating the foster home program of the Division of Social Services and with making recommendations for improving that program. This handbook has been developed in two volumes. Volume I includes general information regarding foster care. Volume II includes information that is subject to change, including rates and payment procedures.

A number of people have contributed to the development of this handbook. Mary Globig, a member of the Task Force on Family Services, and Child Care Specialist with the Division in Fairbanks, was instrumental in drafting an early version of the handbook. Other Division staff members, including Carolyn Tuovinen, Child Care Specialist in Anchorage; Marty Biggs, Child Care Specialist in Ketchikan; Pat Monroe, Child Care Licensing Coordinator; and Freda Borchick, Administrative Officer; also provided valuable additions and suggestions. Loren Jones, Research Analyst, is responsible for two chapters in Volume II. Laura Calvin very graciously put up with many changes as she typed the final version of the handbook.

For convenience, the pronoun "he" has been used throughout both volumes in referring to a foster child, a social service worker and to the foster parents. We fully recognize that many females are included in this term.

We hope that this handbook will be read and used by both foster mothers and foster fathers and that it will contribute to more effective care for the children served in the foster home program.

Nina Kinney
Program Assessment and
Development Unit
Division of Social Services

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Chapter
1

To Foster Parents

We wish to take this opportunity to express our appreciation for the meaningful contributions of all our licensed foster parents.

A foster home care program without foster parents, obviously, could not exist. The agency must depend on the willingness of persons like yourselves to open their hearts and homes and to share with the agency the responsibility for the development and operation of the foster home care program.

And, welcome to you, our new foster parents. We are happy to have you join with us in our effort to provide foster home care in Alaska.

We appreciate the fact that yours is not a simple task. You are providing a valuable service to children, their families and to our agency.

We give you our thanks.

Chapter
2

About This Handbook

Being a foster parent can be rewarding. It can also be a difficult and demanding responsibility. You have a child in your home whom you care for, worry about, scold and love like one of your own. But he is not your own. You are bringing up someone else's child without the assurance and comfort of kinship and years of familiarity.

As a foster parent you have suddenly acquired a child with definite personality habits which may be very different from your own, and attitudes toward grown-ups based on his past experiences. You take the foster child the way he already is: you have not started from the beginning as with your own. He did not get the way he is overnight and cannot be expected to change his habits or take on a new set of values suddenly. This is a slow process. You must help and be patient with him.

But that isn't all. You are constantly having to share your foster child with his own family, who continue to have an effect on him, whether they visit him or not, and with the Division which is both concerned and legally responsible for him.

This handbook hopefully will help you through the problems - and the challenges - of caring for the children entrusted to you.

Obviously, all answers cannot be included in a manual. So, when questions or problems arise you should not hesitate to call your worker. He or she shares your desire to create a better life for these children who stand in such need of it.

Chapter
3

If A Child . . .

If a child lives with criticism
He learns to condemn

If a child lives with hostility
He learns to fight

If a child lives with ridicule
He learns to be shy

If a child lives with jealousy
He learns to feel guilty

If a child lives with tolerance
He learns to be patient

If a child lives with encouragement
He learns confidence

If a child lives with fairness
He learns justice

If a child lives with praise
He learns to appreciate

If a child lives with security
He learns to have faith

If a child lives with approval
He learns to like himself

If a child lives with acceptance and friendship
He learns to find love in the world.

Dorothy Law Nolte

Chapter 4

Foster Parent Associations

Organizations for foster parents in this country began in the early 1960's; however, the major development of foster parent organizations has been since the early 1970's. The First National Foster Parents Conference was held in 1971 and a National Foster Parents Association was formed in 1972.

The general purpose of such organizations is to create channels of communication, to devise a means for problem solving and education, and to increase public awareness of the community's responsibility toward children needing care outside their own home. Foster parent associations have enabled foster parents to gain encouragement and support from one another, as well as to work together for their common purposes. The National Foster Parents Association has also adopted a code of ethics for foster parents.

Code of Ethics

Principles:

1. I regard as my primary obligation the welfare of the child served.
2. I shall work objectively with the agency in effecting the plan for the child in my care.
3. I hold myself responsible for the quality and extent of the services I perform.
4. I accept the reluctance of the child to discuss his or her past.
5. I shall keep confidential from the community information pertaining to any child placed in my home.
6. I treat with respect the findings, views and actions of fellow foster parents, and use appropriate channels, such as a foster parents organization, to express my opinions.
7. I shall take advantage of available opportunities for education and training designed to upgrade my performance as a foster parent.
8. I respect the worth of all individuals regardless of race, religion, sex, handicap or national ancestry in my capacity as a foster parent.
9. I accept the responsibility to work toward assuring that ethical standards are adhered to by any individual or organization providing foster care services.
10. I shall distinguish clearly in public between my statements and actions as an individual, and as a representative of a foster parent organization.

11. I accept responsibility for working toward the creation and maintenance of conditions within the field of foster care that enable foster parents to uphold the principles of this code.

The Alaska Foster Parent Association

Alaska has its own Foster Parent Association. The stated objectives of the Association are to assist in providing for, and promoting the health and welfare of foster children; to aid in providing for educational opportunities in the area of subjects related to rearing of foster children; to be of assistance, as needed, to all foster parents; and to cooperate with public and private welfare agencies in programs that are not contrary to the other objectives of the Association.

The Division of Social Services does not release the names of licensed foster parents to the organization, guaranteeing a certain privacy to foster parents. However, we do support the efforts of the Association. When you become a licensed foster parent you will receive the form which appears on the next page. If you wish to release your name to the Association and receive their mailings, please complete and return it.

This form is the Association's only means of recruiting newly licensed foster parents. We hope you complete and return the form to receive further information about the Association.

I/We are foster parents licensed by the State of Alaska and wish to receive information on the ALASKA FOSTER PARENTS ASSOCIATION. Such information may be addressed to me/us at:

Please Print

Foster Mother_____ Phone_____

Foster Father_____ Phone_____

_____

_____ zip_____

Signature(s)

Mother_____

Father_____

I WOULD BE PARTICULARLY INTERESTED IN:

Attending monthly meetings_____

Holding an office_____

Supporting with my dues_____

Participating in social events_____

Serving on committees_____

Attending training-informative sessions_____

Attending coffees_____

Funds raising_____

Supporting in Legislative Issues_____

Attending Local, Regional, and National Conventions or Seminars_____

Other_____

Send the form to: ALASKA FOSTER PARENTS ASSOCIATION
P.O. Box 8651
Anchorage, AK 99507

Chapter 5

What Is Foster Home Care?

Foster home care is generally considered to be a temporary living arrangement with a family for children in the custody of the Department of Health & Social Services (DH&SS) or those who are in voluntary custody at the request of their parents. For some children in the care and custody of the Division of Social Services, foster home care may be a permanent rather than temporary plan.

Foster children range in age from birth to eighteen years of age. Some have physical, mental or emotional handicaps, and some are normal. All need loving, caring adults who can provide a home until permanent plans can be made for them. Foster homes are needed for children of all races who:

- are separated temporarily from their own families for various reasons
- are waiting adoption
- cannot be placed for adoption and must remain in long-term foster care
- do not wish to be adopted

Most foster homes provide regular foster care. Some provide care only for a specific child or children and then cease providing foster care. Some provide care for a specific age range like infants or adolescents. Still other foster parents have special interests and skills and so specialize in a particular type of care.

Emergency shelter care is one type of specialization. It is short-term care intended for children who are in immediate danger in their present environment or those children for whom no other satisfactory plan can immediately be found. Care is usually for only one or two days and seldom more than one week.

Other foster homes specialize in care for children with handicaps. The Division of Social Services utilizes such homes. The Department of Education and Hope Cottage (under a DH&SS contract) both utilize homes they have recruited specifically for specialized care for handicapped children. Children in the Education and Hope Cottage recruited homes have often been re-located to another community where they may receive the specialized care and education they require.

The Department of Education also recruits boarding homes. A boarding home is another name for a foster home. These are homes providing nine month care to high school youths who have no high school in their home community.

Health agencies recruit foster homes for children from rural areas who require medical care. Usually children are in these homes for a period of time prior to or following hospitalization.

All foster homes are required to be licensed to ensure that basic safety precautions are observed and that the care provided is appropriate. Licensing requirements and a description of the process are being published in a separate booklet.

Foster home care is primarily concerned with provision of a substitute family for a planned period of time to a child who has to be separated from his natural or legal parents or guardians. Social work and other interventive services needed by the child, his parents, and you, the foster parents, are the added components of foster home care.

The primary aim of all child welfare services is to preserve and strengthen the child's own home whenever possible. Sometimes natural parents or other responsible persons cannot meet a child's basic needs for care, protection and love. For most children, life in a family foster home such as yours can come closer to normal family living than any other type of temporary placement.

Foster home care should be utilized for the majority of children who need placement, who can accept other family ties, participate in family life, attend community schools, and live in the community without danger to themselves or others.

In order to help the potential foster child and his family, the Division of Social Services has the responsibility to:

1. Select a suitable licensed family foster home for the child.

2. Help natural parents to change conditions in their homes so that the child can again live with them. In addition to strengthening parental capacities, this involvement with the natural parents improves their ability to support their child during placement.

3. Give direct help to the child by offering various services in addition to what the natural parents and foster parents can give.

4. Provide direction and support to the foster parents to enable them to provide quality substitute care.

In summary, foster home care involves joint cooperation between foster parents, natural parents, and a social service agency to give a child a chance to be a family member in a stable and sheltered home.

Chapter 6

Why Do Children Need Care?

Children come into the care of the Division through one of two means: a voluntary placement agreement or a court order. When a voluntary placement agreement is signed by the parents and the Division, the parents are in effect asking the Division to take care of their child for a specified period of time, and the Division is agreeing to do so.

When a child is placed in the custody of the Division by a court order, it is generally because there is reason to believe that the child's continuing to live in his own home is detrimental to his health or well-being.

In most cases, children who enter foster home care under the Division's of Social Services do so as a result of unstable conditions in their own homes. The most frequent of these factors include physical or mental illness of parents, severe situational stress in the family, including divorce, desertion of one parent, or other family problems with which the natural parents are unable to cope. Other factors are alcoholism, abandonment, severe neglect or abuse of the child, and emotional problems of the children themselves.

You may find it helpful to know the steps involved in the Division receiving custody of a child. Generally, when the Division becomes aware that a child needs care away from his own parents, the Division will first petition the court for temporary custody. Usually, the court will grant temporary custody for no longer than 30 days. Prior to the end of the 30 days, the Division must go back into court if the child continues to need care away from his own home. Otherwise, the parents will resume custody which may be detrimental to the best interests of the child at that time. In order for the Division to continue to care for the child, the child must be found by the judge (adjudicated) to meet the criteria for the legal term, Child In Need of Aid (CINA). One of the following conditions must exist for a child to be found a Child In Need of Aid:

1. The child is habitually absent from home or has no parent or guardian willing to care for him (including abandonment).

2. The child needs medical treatment to cure, alleviate, or prevent his suffering substantial physical or mental harm, and his parents are unwilling to provide it.

3. The child has suffered or is in danger of suffering substantial physical harm as a result of his parents' actions or their inadequate supervision.

4. The child has been sexually abused either by his parents directly, or because of their failure to supervise him.

5. The child has committed delinquent acts as a result of parental pressure or approval.

There are two court hearings involved when the Division receives custody of a child: the Adjudication Hearing and the Disposition Hearing. In the Adjudication hearing the Division presents evidence that the child is a CINA, based on one or more of the five conditions above being true. The judge then decides whether he agrees: if so, the child is adjudicated a Child In Need of Aid; if not, the petition is dismissed. If the child is found to be a Child In Need of Aid, a Disposition hearing is generally held ten days later. In this hearing, the judge decides the plan for the child's care, based on the Division's recommendations. The judge's order based on this hearing will generally indicate:

a) that the child is committed to the care of the Department of Health & Social Services, or to parents, or to other suitable persons under the supervision of the Department of Health & Social Services.

b) the length of custody (maximum of two years);

c) any child support order and the monthly amounts;

d) any other conditions the judge decides to include.

For example, the order can include whether permission is given for medical treatment and for travel, i.e., foster parents go on vacation and want the child to go with them.

In cases where the child is declared a CINA and the Division receives custody, the parents retain many of their rights. In some cases, after extensive work with the family towards the return of the child to them, it becomes evident that the family will never be able to provide care for their child. In these cases, the Division is required to file a petition with the court to terminate Parental Rights. This is a very serious step with major consequences for the child and the family. If parental rights are terminated, the parents have no further claim on the child and the child is free to be placed for adoption.

Chapter 7

The Teamwork Concept - Responsibilities

The child and his future should be the first concerns of the foster family, the social service agency, and the child's own family. The goal sought is that all members of the team work together for the benefit of the child. To attain this goal, to have an effective team, each member has certain responsibilities.

Responsibilities of the Social Service Worker/Division

The Child's social service worker, the licensing worker, and the Division have the following responsibilities:

- to develop appropriate plans for "a placement that will best meet the child's needs";
- to maintain a continuous relationship with the child through regularly scheduled visits or appointments;
- to periodically evaluate how the child's physical, emotional, cognitive, social and educational needs are being met and whether he is making progress during the period of his foster care;
- to plan with the foster parents and supervise the living situation in accordance with individualized goals for the placement;
- to provide selected and coordinated resources and support activities necessary to meet his total needs;
- to provide direct help to the child regarding emotional problems associated with leaving his own home and with unfamiliar experiences in a new family, school, and neighborhood;
- to involve the natural parents in working towards the resolution of the problems which necessitated the placement through counseling, referral and case management;
- to plan with the natural parents to maintain the child's relationship with his parents through visits between the child and his family and counseling to both;
- to maintain regular ongoing contacts with the foster parents to help them better understand the child's needs and to provide help with problems that may arise;
- to provide help to foster parents to assist them in carrying out their responsibilities to the child;
- to provide timely reviews of the home for licensing;
- to offer training to foster parents.

Responsibilities of Foster Parents

Foster Parents have the following responsibilities:

- to provide day to day care including food, shelter, medical attention, education, and emotional support to enable the child to develop;
- to provide the appropriate supervision according to the child's age and developmental level;
- to provide for healthy character development including the knowledge of standards of right and wrong.
- to cooperate with the state or child placement agency in developing a placement plan and following through with the plan;
- to adhere to the plan of the state or child placement agency regarding contacts with the natural family, including but not limited to visits, gifts, mail and telephone calls;
- to use appropriate disciplinary methods;
- to report to the division representative any significant changes in the household such as employment, housing, or serious illness, that would affect the ability to care for foster children;
- to inform the child's social service worker of any significant factors affecting the child's adjustment in the home, school, and community, and of any health problems that may arise;
- to abide by the regulations pertaining to the licensing of foster homes;
- to abide by the foster home placement agreement (see appendix);
- to maintain current medical and health records for each child;
- to guard the confidentiality of all information shared with the foster parents about the child and his natural parents;
- to participate in formal and informal training offered by the Division.

Responsibilities of the Natural Parents

If the natural parents' parental rights have been terminated, then all other responsibilities are also terminated.

If parental rights have not been terminated then the natural parents have the following responsibilities:

- participate as a full member of the team in working out a plan for the child, and, when and where possible, encourage the goal to be the return of the child to his natural family;

- cooperate with the terms of the court order regarding issues such as financial responsibility and visitation;

- work with the social service worker and other persons instrumental in the improvement of their home situation to allow the return of the child.

Maintaining the Teamwork Relationship

Since there are several members of the team who must work for the child's benefit, the way in which this team needs to operate is on the basis of a spirit of cooperation, trust, and sharing of information. Whenever you have questions or concerns of any kind, you should talk to the social service worker. Whether your concerns relate to the child, his needs or problems, the parents, agency policies, or the worker's involvement, the person to talk with is the social service worker. Do not assume the Division is uncaring or too busy to bother. While all our social workers are very busy, it is their responsibility to provide the supervision needed, so you must bring it to their attention. Should you not be able to contact the worker, ask to speak to the worker's supervisor.

Likewise, if a worker has any questions or concerns about the child, his care and his needs, it is his responsibility to discuss them with you. Do not think the Division doesn't trust you; the worker is carrying out his responsibility when he supervises a placement closely.

Chapter 8

The Teamwork Concept - Rights

Each member of the team also has certain rights which must be recognized and honored.

The Social Worker/Division Has the Right To:

- Honest and open dialogue with the other members of the foster care team.
- Be informed of difficulties and crises as they arise in the foster placement.
- Discuss direction, planning and goals which may be questioned or not fully understood with all members of the team.
- Any and all information and knowledge on the circumstances of the other members of the foster care team so that realistic planning can be formulated in the entire foster care situation.
- Right to determine where and with whom the child will live, including the right to remove a child from a placement if necessary.

The Foster Parents Have the Right To:

- A clear understanding of their role as foster parents and the roles of the natural parents and the Division in respect to the child in care.
- Respect, consideration, trust and value as a family who is making an important contribution to the Division's objectives.
- Add their knowledge of the child when placement plans are being developed for the foster child based on their day-to-day knowledge of the children in care.
- Not be asked to care for a child whose needs they cannot meet.
- Continuation of their own family patterns and routines.
- Support from the social service worker in efforts to do a better day-to-day job in caring for the child.
- Consideration as possible permanent parents for the child who, after being in their home for some time, becomes free for adoption or permanent foster care.
- Opportunity to learn and grow in their vocation through planned foster parent education.
- Opportunity to be heard regarding Division practices that they may question.
- Reimbursement for costs of the foster child's care.

The Natural Parents Have the Right To:

- All the rights ascribed to natural parents unless limited through court proceedings.

- If the Division has custody but parental rights have been terminated, parents have residual rights and responsibilities, which include but are not limited to:

  The right and responsibility of reasonable visitation, consent to adoption, and consent to marriage, consent to military enlistment, and consent to major medical treatment, unless such rights have been delegated by the court.

- Respect and consideration as the foster child's family who plays an extremely important role in his life.

- Be involved in as many aspects of their child's life as feasible.

- Assistance and support from the social service worker in using appropriate resources to help improve their ability to function, aimed at the return of their child to them.

The Child Has the Right To:

The rights of the foster child are beautifully stated in the Bill of Rights for Foster Children, a proclamation that was ratified by the National Action for Foster Children Committee in Congress Hall, Philadelphia, Pennsylvania, on April 28, 1973. That Bill of Rights states that every foster child has the inherent right:

- To be cherished by a family of his own, either his family helped by readily available services and supports to reassume his care; or an adoptive family; or by plan, a continuing foster family.

- To be nurtured by foster parents who have been selected to meet his individual needs and who are provided services and supports, including specialized education, so that they can grow in their ability to enable the child to reach his potential.

- To receive sensitive, continuing help in understanding and accepting the reasons for his own family's inability to take care of him, and in developing confidence in his own self-worth.

- To receive continuing, loving care and respect as a unique human being -- a child growing in trust in himself and others.

- To grow up in freedom and dignity in a neighborhood of people who accept him with understanding, respect and friendship.

- To receive help in overcoming deprivation or whatever distortion in his emotional, physical, intellectual, social and spiritual growth may have resulted from his early experiences.

- To receive education, training, and career guidance to prepare him for a useful and satisfying life.

- To receive preparation for citizenship and parenthood through interaction with foster parents and other adults who are consistent role models.

- To be represented by an attorney at law in administrative or judicial proceedings with access to fair hearings and court review of decisions, so that his best interests are safeguarded.

- To receive a high quality of child welfare services, including involvement of the natural parents and his own involvement in major decisions that affect his life.

In addition:

- The child has the right to participate meaningfully in all decisions that vitally affect his life.

Chapter 9

The Placement Procedure

When placement outside a child's own home is made, the first decision the Division must make is whether there are relatives who the child may live with; and if not, what type of placement will be most appropriate. Foster home care is generally used for infants and children who can accept substitute parent figures, participate in family life, and live in the community without danger to themselves or others.

In selecting a foster home, the Division considers the child's age and stage of development, any special needs or problems the child may have, health, and schooling needs. These factors are then compared with the available foster homes and the ability of the foster homes to provide for the child's needs. Attempts are made to select a foster home that can provide opportunities for the child's emotional, intellectual, social, cultural and physical growth.

Whenever possible, the social worker will try to arrange for preplacement visits prior to the child's coming to live with you. See Chapter 10 for discussion of preplacement visits.

At the time of placement, you will be asked by the child's social worker to sign the foster home placement agreement. The agreement specifies the name of the child and the board rate you will be paid, as well as other terms and responsibilities for foster parents and for the Division of Social Services. It is important that you understand all the provisions in the agreement and the duties it imposes on both you and the Division. Should you have any questions about the agreement, please discuss them with the child's social service worker.

If the social service worker does not offer the following information, ask him to provide it as soon as possible:

1. Purpose and expected length of placement (why and for how long?)
2. Any special health problems, as well as any medication the child may be taking.
3. How medical care will be provided.
4. Any handicapping conditions the child may have.
5. Schooling: where child is to attend school, and arrangements for school records and transportation.
6. Visiting plan with natural family and visiting rights of family members.
7. Any known likes, dislikes, fears, behavior problems or needs of the child.

Chapter 10

When The Child Comes

Pre-Placement Visits

Moving a child into a foster home is an extremely critical event for him, his family and you. Whenever possible, a preplacement visit or series of visits of the child to the foster home are advisable. During the visits, the child has a chance to become acquainted with you, your family and your surroundings. Unrealistic fears can be allayed for the child through such a process. In some situations, preplacement visit(s) may not be possible, either due to an emergency or to distances involved. In these cases, the social service worker will help prepare the child by telling him about you, and by showing him photographs of family members, pets and the house if they are available.

Preplacement visits or knowing something about the child can also help prepare you for the changes in your lives. When the child comes, remember that his life experiences may be very different from yours. Let him know how you do things, but let him settle in at his own speed.

Receive the Child Quietly

The child's life is generally in turmoil for him at least emotionally when he comes to you. Therefore, rather than celebrating his arrival, welcome him quietly. He may be self-conscious, confused, sad or angry. Help him settle down to a regular routine as quickly as possible.

It may be helpful to show the child the physical layout of the house, including the location of the bathroom, the child's bed, and the place for meals. If the child has brought any special belongings such as a toy, stuffed animal or blanket, his need to keep it close should be respected. If he hasn't brought any special belongings, a small child, especially, might welcome a stuffed animal or toy that will belong to him.

Respect His Feelings For The Past

Do not probe. If he wants to talk, let him. Let him know the door is open and that you accept the fact that his past has been different.

Respect His Loyalty to His Own Home

His own parents are important. Criticizing them may only serve to damage his already shaken self-concept and identity, and will inevitably make him turn against you. Don't try to take the place of the natural parent in his heart.

Avoid Frustrations

Threats of "I'll send you back home" or "I'll tell your worker" should not be used in moments of frustration or irritation. The child has

already lost one home, so do not threaten him with losing another. Since a foster child's need is to belong, he is particularly sensitive to any sign that another child in the family is more favored.

Impose Standards Gradually

Homes vary widely in what they expect of a child with regard to such things as table manners and language. Manners which may seem crude in one home may be taken for granted in another. Standards of cleanliness and the correct care of possessions, which you take for granted, may be something the foster child has never experienced. Before you scold a child, be sure you understand what has been expected of him in the past and that he understands what you want or expect of him now. Do not nag. Help him accept the new standards gradually. You will know he is responding when he first offers to help, when he reaches for your hand, or shares a happy experience.

Let Him Know What To Call You

Most children know their natural parents and may feel uncomfortable and unwilling to call new foster parents "mother" and "father" at the beginning of placement. After a child has been in your home for a period of time, he will decide what name to call you. Then he may be comfortable enough to address you as "Mom and Dad", "Aunt and Uncle", "Mom and Dad Jones" or "Mr. and Mrs. Jones". What a child calls you is not as important as the love and security he feels in your home. If a child is placed in your home so young that he does not remember his own parents, you will need to help him understand at an early age that you are his foster parents. Your social service worker can help you decide the best way to do this.

Understand Separation

Try to understand what is going on in the child's mind when he is separated from the home he has known. Separation from his family is almost like losing them through death. Please refer often to the following descriptions of the stages a foster child goes through. It should reassure you that his emotions and actions aren't directed to you, or in response to what you are doing, but are a normal reaction to separation. All children can't express in words their mixed-up feelings, so they express their worries by their actions, which take a variety of forms. Since each child acts differently, some may not present you with any problems, and some won't act the way the worker described them.

Chapter 11

The Effects of Separation on a Child Who Is Placed

Whenever a child is placed in foster care, he is experiencing separation from his last living situation--whether this was with his parents or whether he was in another foster home. Each child reacts differently to a separation. His reaction will depend on his age, the length and nature of his relationships with his own parents, his other prior life experiences and his ability to understand what is happening. However, there are general reactions of fear and anxiety that occur in all children who have experienced separation from their families. Each separation and placement will reactivate the feelings of fear and anxiety the child had when he was first separated from his parents. In effect, each separation involves re-living the first separation he experienced.

This chapter will discuss those general reactions and suggest how you as a foster parent can respond in a helpful way to the child's feelings. The feelings dicusssed in this chapter are often buried deep in the child's mind; he is not consciously aware of them. However, if you are aware of his possible feelings, you will be better able to respond appropriately.

Feelings of Abandonment and Loss

The child may first react to separation with feelings of having been abandoned. This may involve feelings of loss, rejection, humiliation, fear, anger, sadness, depression, helplessness, worthlessness, and sometimes even relief. The child usually reacts to this sense of abandonment and of helplessness with a feeling of anger at his parents. Then because he fears being angry at them, he may blame himself for being abandoned. He remembers incidents prior to the placement and blames himself for being bad. He thinks that if he hadn't been bad, he wouldn't have been placed.

For example, Henry, whose mother had died in childbirth, felt completely responsible for her death. He unconsciously felt that because he was angry at her for having the new baby, he had caused her to die, which had led to his father's inability to care for him, and his placement in a foster home. Such feelings, even though they are not based on fact, are as real to the child as if they were true.

Along with feelings of being responsible for the abondonment go feelings of fear of punishment. The child may fear that he will be punished for several reasons: He fears punishment for being angry at his parents, and since he blames himself for the separation, he expects to be punished for his actions. The punishment he expects will depend on the badness that the child feels is within him, although the details will vary with age, development, and prior experiences of the child. Thus Henry, above, when he was placed in a foster home, kept waiting for his punishment. In fact, when a new foster child was placed in the foster home, for him the new child was like the baby his mother was going to have. He relived the feelings of fear and anger at the new child, felt guilty for those feelings, and then expected the placement to end. The punishment for him would be termination of placement or another separation from his parent figures, the foster parents.

Feelings About the New Parent Figures (Foster Parents)

When the child is first placed, the child may still be expecting to be punished. He may not be sure whether the new parents will keep him. Therefore, the child first tries to be on his best behavior, so they will want to keep him and to avoid the punishment he fears. During this early period, the child may try to get along with people but will not show his true feelings of despair, anger, fear and abandonment. He may have nightmares, colds, or upset stomachs during this early period.

As he gets to know his foster parents, he wants to love them and be loved by them. However, this triggers for him the fear that if he loves them, he will be rejected by them like he was by his own parents. He will then begin to "test" you with negative behavior to provoke a reaction from you. If he is a young child who is toilet trained, he may lose his control. Or a child may become defiant and aggressive, directing his anger towards you or toward other children in the foster home or at school. The child generally behaves in a way he behaved earlier, and he is trying to find out if you will react like his own parents did before.

Some children react to their anxiety about what they expect their foster parents will do to them by provoking the kind of behavior they fear the most. It is as if they won't feel so helpless if they cause the rejection and are then also not so surprised or shocked when it happens.

For example, Joe's parents quarreled for years over how to raise him. They finally divorced and placed him in foster home care. In his foster home placement, Joe managed to provoke both foster parents so that they were soon quarreling over him. Finally, they asked for Joe's replacement. Joe continued to repeat this pattern in a series of foster homes.

This kind of provocation can work in different ways also. Ellen, for example, was so severely neglected by her parents, that she was acceptable to them only when she was very withdrawn. In her foster home placement, she built a wall around herself emotionally and rebuffed her foster parents to the extent that they ended up neglecting her in the same manner that her own parents had earlier.

Four Stages of Grief and Mourning

Several writers have described four phases that people go through in response to a separation and the loss it entails. Knowing of these stages may help you in understanding your foster child:

(a) Pre-protest or shock period: This is the stage discussed earlier in this section under feelings about the new parents. This is the stage when the child is on his best behavior. He may seem to be independent, conforming, eager to please or indifferent.

(b) Protest: This is the testing stage also discussed earlier during which his behavior may become very difficult. He may be rebellious, demanding, dependent, crying, angry or anxious.

(c) Despair: Following the anger and guilt, the usual feeling is one of despair. It is as if the anger didn't succeed in bringing back what he lost, so he gives up. He may become withdrawn, hesitant or depressed.

(d) Resolution: The child is finally able to come to terms with the loss. While he still would like to return to the previous situation, he is now reconciled to the fact it's not possible. He therefore can begin to become more involved in his new surroundings - including with his foster parents and other foster family members. He will begin to feel more self-confident, independent, and happy. He will try to please, and may pay more attention to his appearance and grooming.

These stages may be repeated within one placement. A frustrating or difficult incidents at home or school may cause the child to repeat these stages.

What Can You Do to Help Him Deal With These Feelings

Essentially you will want to help the child move through various stages of turmoil until he is able to involve himself in his surroundings and to resolve his feelings of loss. It may take as long as a year before he reaches this stage. However, you need to be aware of his progress, and you should keep his social service worker informed as he moves through these stages. If he appears to "get stuck" at one of the stages, his social service worker will want to arrange for professional counseling to help him resolve his feelings.

Following are some ways you can help him deal with his feelings of separation and loss:

Pre-placement visits:

The first helpful approach that you and the social service worker can do is arrange for pre-placement visits prior to placement. Such visits, discussed earlier in Chapter 10, can help prepare the child for the new experiences he will be having. The more he can be helped to understand about the separation and the new home he is coming into, the better he will be able to handle it.

Let him adapt at his own pace:

Give the child time and the opportunities to adapt at his own pace. He may be fairly active or inactive in making new relationships and joining in family life. He will participate more, feel closer to family members, as he begins to feel more comfortable and is less overwhelmed with his feelings of adandonment.

Allow him to cry or be sad:

Don't try to prevent the child from being sad by trying to keep him busy. If he looks unhappy, tell him you understand how hard it is for him to have moved. Give him the opportunity to talk about his sad feelings if he wants to; but don't make him tell you unless he's ready to talk.

Help him understand the new activities he will be engaging in:

He may be in a different school, he may not be used to some of your routine activities. Help him understand how you do things. At times you may feel he is ignoring what you are saying or is not paying attention. He may appear bored or distracted; nevertheless he may be absorbing your words. Certainly, he can sense your concern for him and this will be very helpful to him.

Set limits for his behavior:

A child should know that there are certain behaviors he can't engage in (violence to others, for example) and that you will consistently and firmly enforce the limits. The limits should be appropriate for his age and developmental level, and the consequences should be clear and appropriate. Try to directly connect these limits to the behavior. If this is not explained, the child may identify any reprimands with the punishment he expects due to his guilt feelings caused by the separation.

Be positive about him:

Try to find special characteristics of his that you like. Comment favorably on his achievements - tell him he did a good job, even when you know he could do better if he wasn't so upset. Tell him you're happy he has come to live with you for a while.

Be tolerant of his negative behavior:

Understanding some of the reasons for his negative behavior, try to be tolerant. Correct him firmly and gently, but not in anger. Focus on the behavior which is bad - don't say he is bad. If possible, divert his attention into something positive. Then when his behavior is acceptable find ways to praise him or show affection to him.

Accept his family:

Even though the parents are not able to care for their child, they are the only parents he knows and he loves them. They are also his basis for security. In order to help the child, foster parents must communicate acceptance of the parents.

Danger Signals

If the child exhibits any of the following danger signals, it is especially important that you inform the child's social service worker. Services from a mental health professional may be needed to avoid permanent problems for the child. The social worker can help arrange for counseling if it is indicated.

Physical Signs:
- Compulsive Overeating
- Loss of appetite
- Excessive sleep
- Constant colds, stomach aches, or other illness
- Frequent accidents
- Extremely small size for age

Extreme fearfulness:
- Frequently recurring, severe nightmares
- Fear of people
- Extreme unrealistic fear of animals
- Fear of going to school

Extreme withdrawal:
- Not looking at other people
- Not allowing anyone to touch him
- Refusing to talk
- Withdrawing to a room or corner by himself

Extreme cruelty to animals or other children:

- Wanting to hurt others
- Killing small animals

Self-destructive behavior:

- Injuring himself - (cutting self with glass, for example)
- Pulling own hair out, leaving bald spots
- Banging head against a wall or other objects

Setting fires: either around the house or community

Frequently running away

Persistent sexual acting out

If the child exhibits any of these danger signals, or if you observe other serious behavioral problems, it is important that you bring them to the social service worker's attention.

Chapter 12

Living With The Foster Child

Allowances

A regular personal allowance may be provided to help a child learn about the appropriate use of money and to develop skills in money management. Handling of these allowances depends on the age and maturity of the child. Amounts should be related to a child's specific recreational activities, school and church contributions, and personal grooming. The amount should also follow family and community patterns of providing allowances. Be sure the child understands how much he is to receive and what expenses it is expected to cover. This money should be paid out of the regular monthly foster care payment.

Babysitters

We assume that foster parents will have a social life of their own and will require babysitters on occasion. Choose the babysitter with care, and preferably arrange for someone to come to your own home. Let the sitter know where you will be, the phone number where you can be reached and the time you plan to be home. In general, use good common sense in the selection and use of a babysitter.

The Child's Own Story

Remember the kick you got out of looking in your family album and seeing pictures of yourself as a bare baby on a bear rug, or going off for the first day of school, or blowing out birthday candles? Foster children need memories more than others, because their lives are so subject to change, and they need some permanency. So try to keep a record about him to go with him as he moves, so that the gaps in his life will have bridges. Get some kind of scrapbook, enter the names of his own family, his medical and school and church records. If he's a baby, write the dates he sprouted a tooth or crawled or talked. Even if you don't fancy yourself an author, write "his story" . . . what happened the day he came, his worker's name, who his friends were, his special achievements, and put in pictures, pictures, pictures. Write, or let him write his feelings at certain times. In addition to helping him know his identity, this will help you and your worker understand him better.

Clothing

The monthly foster care payment rate is intended to cover the cost of adequately dressing a foster child. This includes routine replacement of items as the need arises.

Clothing and personal possessions contribute significantly to the child's feeling of worth and dignity. Children should be encouraged to be proud of themselves and the way they dress.

Some things to keep in mind:

- Give younger children a voice in selecting their clothing and in what they wear.

- Permit older youngsters to make many of their own decisions in the purchase of clothing and in what they wear.

- Give reasonable acceptance to the current fads in clothing. Generally no child should dress too differently from his peers.

- Try to see that every child has some articles of new clothing that have either been made or purchased as his own.

- Try to see that no gift items are presented to the child that are not truly his and cannot be taken with him when he leaves.

- As a general guide, dress foster children to the same standards that you use with your own children.

Complaints from the Community

Very infrequently, someone will call the Division of Social Services office with a complaint regarding a foster family. These complaints include reports of severe or unusual discipline, caring for extra children, problems with a foster family's own children, health problems in the foster family, and/or inadequate care.

Some are valid complaints; some are not. Some are the result of neighborhood feelings; some are from natural parents; and some are from sincerely concerned people. Without looking further into the situation, the validity of the complaint cannot be determined.

For everyone's protection, each complaint must be investigated. Be assured that investigation is made to resolve the situation. It does not mean that the Division has accepted the report as true.

Discipline

Basically as foster parents you are expected to be able to work with children without recourse to physical punishment or psychological abuse and must be positive in your approach to discipline. Since foster children are "special" a joint discussion between you and the social worker as to the appropriate discipline and management plan for each foster child is necessary. Discussions should be held at the time of the initial placement as well as during the child's stay in your home.

Here are some guidelines to help you determine effective discipline for a child:

- Any discipline or control must be appropriate to the child's age and level of social, intellectual and emotional maturity.

- You, as foster parents, and the child need to talk and listen to one another for an understanding of how the other thinks and feels.

- Establish definite limits and guidelines for the child's behavior and let him know he will have to assume the consequences of any behavior outside these guidelines.

- The child should understand the reason for disciplinary action.

- Physical restraint may only be used when a child's behavior demands immediate control in order to protect himself or others. Mechanical restraints may not be used. Since many foster children may have experienced excessive physical punishment prior to entering your home, it is often advisable to use another means of discipline.

In no event may a child in care be:

(1) subjected to unusual, severe, cruel, capricious, humiliating or unnessary punishment;

(2) subjected to verbal abuse, derogatory remarks about himself or members of his family, or to threats to expel the child from the foster home;

(3) deprived of meals, mail, or family visits as a method of discipline;

(4) placed in a locked room;

(5) disciplined by shaking or striking;

(6) physically restrained except when necessary to protect the child from inflicting injury to himself or another, and then mechanical restraints may not be used;

(7) permitted or denied participation in the religious activities of the foster family as a form of discipline.

If you feel you do not know how to handle a specific behavior problem after giving it consideration, discuss alternatives with your social service worker. Please do not wait until you are at your wits' end to ask for advice or express your frustration. Social service workers do not know all the answers to behavior problems, but often can help you come up with a solution.

Household Duties

Children in foster care should be given the opportunity to assume the responsibility for household duties or chores which are appropriate to their age, health and ability. In this way you can help them prepare for future independence. Any household duties or chores should be shared with any other children in the foster home and should not interfere with school, health, and necessary recreation.

Gifts

Because foster parents are giving people, they frequently like to provide their children with extra gifts, such as bicycles, dolls, sports equipment, etc. You are not required to provide these gifts, but neither are these gifts discouraged.

It is important that gifts be given with no strings attached. Let your foster child know the gift is HIS and he can take it with him when he leaves -- no matter what the circumstances.

If one large toy or other equipment is purchased for all the foster children in your home, let the children know it is theirs to share as long as they remain in the family. With the help of the agency make sure that your foster child does have some toys or possessions ALL HIS OWN, and is not always having to play with or share toys and other personal possessions with your own or other foster children.

Income Tax

Tax laws do vary from year to year, thus it may be advisable that you contact your local Internal Revenue Service before filling out your income tax return.

The basic philosophy of the I.R.S. is that if the payments made to you as foster parents are solely to reimburse you for taking care of children placed in your home and do not exceed expenses, neither the payments nor the expenses need to be reported on your Federal income tax form.

If the reimbursement for foster care payment exceeds the expenses, the excess would be required to be reported as income. If the expenses exceed the reimbursement, the difference would not be allowed as a deduction since it would be considered a personal expense not allowed under Section 262 of the Internal Revenue code.

As foster parents you may claim a foster child as a dependent only if all of the following tests are met:

1. The child is a member of the household and lives with foster parents for the entire year.

2. The foster parents must contribute from their own funds over one-half the support of the child.

3. The gross income of the child was less than a certain amount during the year.

4. The child was a citizen or resident of this country or a resident of Canada, Mexico, the Panama Canal Zone, or the Republic of Panama.

The I.R.S. generally accepts that the payment meets the costs of providing foster care, is a reimbursement, and does not exceed expenses.

Medical Care

Children in foster home care are generally eligible for medical coverage under the Medicaid program. In order for a child to receive Medicaid coverage, the child's social service worker submits an application form to the Division of Public Assistance. Medicaid coupons are then mailed to the address on the form. The coupons are taken to the medical provider (doctor, pharmacy, or hospital) for payment. Be sure that the provider accepts Medicaid coupons; most doctors and pharmacists will, but some do not.

Whenever the child moves, the social service worker must submit a change of address to the Public Assistance office in order for the Medicaid coupons to be mailed to the correct address. There is always a time lag from the time the form is submitted, while the forms are processed, until the coupons are mailed out. If a child needs medical care before the coupons are received, the local Public Assistance office generally can prepare them upon request, but this involves your going to the office and waiting for them to be prepared.

Foster parents are responsible for ensuring that the children in their care receive proper medical attention. This includes medical examinations as frequently as appropriate to the child's age, development or physical conditions; yearly dental exams for children over the age of three years, and any necessary dental treatment; and immunizations.

Children may be administered prescription medication and special medical procedures only on orders from a licensed physician. Prescription medication must be kept in the original container labelled with the child's name, the date, instruction, and the physician's name.

Foster parents should also maintain the current medical and health records for each child. They must include:

1. Medical consent forms signed by an authorized person (the child's social worker should provide the forms to you);

2. a record of medical examinations;

3. a record of dental examinations;

4. immunization records;

5. records of each visit to physician or dentist and recommended treatment.

Foster parents may arrange for routine medical care without Division approval. Approval of the Division Director is required for any planned hospitalizations or for any surgical procedure involving general anesthesia. Approval is also required for birth control prescriptions, intrauterine devices (IUD's) and for abortions should such be considered appropriate for a mature adolescent. Contact the child's social service worker to arrange for approval should any of the above procedures be recommended.

In the case of emergency medical care or hospitalization, the child's social service worker should be informed as soon as possible following the emergency care.

Out of Town Trips

When planning to be out of town for more than a few days, or when planning to be out of state for any length of time, you, as foster parents, must discuss this with your social service worker. A decision will need to be made as to whether the child may accompany you.

Approval of the agency is required at least 30 days before taking the child out of the state. This will require notifying the worker about six weeks prior to a trip to ensure that approval is received or other plans can be made for the child's care. When trips within the state are being planned, as much advance notice as possible should be given to the worker. Check with your social service worker about the forms that need to be signed.

Personal Property

The personal belongings children bring with them to the foster home or receive from their family are very important to them. Children should have control of such articles, and have the right to acquire possessions of their own within reason with regard to space, comfort and safety. Even if you see no value in their belongings, or don't approve of their appearance or condition, the children have a right to them and neither they nor their families should be criticized because of such items. When leaving the foster home, the children will take with them all clothing and other personal items that are their possessions.

Children may sometimes receive gifts of money, have money in a savings account, or be earning money on a job. The child has the right to control this money also. Foster parents may not borrow or otherwise appropriate the child's money. If you have questions about the way the child is spending his money, discuss them with the child's social service worker.

It is important that foster children have the opportunity to send and receive mail. Since mail is the private property of the foster child, it should never be opened or read by foster parents except at the child's request. Foster children should not be encouraged to allow the foster parents to read their mail with the exception of children who are too young to read their own.

If you are suspicious about the child's mail, or are concerned at the effect letters may have on the child, this should also be discussed with the child's social service worker, since the Division has the responsibility to determine and monitor the kind of contact, including mail, that the child has with his family or others.

Religious Training

Religious training is an important part of many children's lives and should be in the context of biological parents' wishes and the knowledge that the agency has to operate under the constitutional separation of church and state.

Foster parents are generally expected to provide reasonable opportunities for each child in care for religious education and attendance at services compatible with the child's religious heritage, or in the case of an older child, his or her own preference.

If you have any questions about religious training, discuss them with your social service worker.

Sex Education

The Division of Social Services considers sex education to be the primary responsibility of the child's natural parents. Therefore, it is generally preferable that natural parents either be involved in providing sex education or should give approval to its being provided. If the parents are unavailable or are unwilling to be involved, yet sex education is considered appropriate, the social service worker's supervisor should give approval to the method, timing and person(s) to provide such training.

In some instances, schools will offer courses in sex education. Subject to the degree of involvement of parents in the life of a child, the Division may give approval for the child to participate in sex education courses being planned at school unless there is some reason in the child's life that contraindicates his or her involvement in such courses.

Schooling

Schooling is handled no differently for a foster child than for your own, except that it may need a little extra attention and patience. A foster child may not achieve as much as you think he's capable of. He has to work out a lot more than math problems in his mind, so don't put undue pressure on him.

If he attends the same school he did when in his own home, you should notify the school of his new address. If he has changed schools, enroll him in his own name (it's important for him to keep his own identity) and sign your name as his foster parent. You are to buy all the necessary supplies, sign his report card, and attend parent-teacher conferences on his progress. You and the child's teacher need to cooperate to help him over the big hurdles he encounters after an upsetting time in his life. Your foster child will probably like to have you attend school functions, sports events and PTA meetings. Ask the social service worker how much the school should be told about his background, and keep him informed of any unusual events . . . he likes to know the happy things, too.

Absence of Child From Foster Home

If the child has your permission to be away from your foster home, such as for a school trip or to stay with a friend, you must have the approval of the Division if the child will be away from your home for 48 hours or longer.

Unapproved absences (runaways) must be reported to the Division within 12 hours. If you have an idea where the child might have run, please tell your social service worker. When the child returns home, notify your social service worker.

Chapter 13

Teenage Foster Children

The path between 12 and 18 is a roundabout one for any parent and child. Conflicts rage in a child's mind as he tries to become independent. He will rail against his parents one minute, then want to be mothered the next. He is maturing faster physically and often intellectually, but not emotionally, than youngsters of a few years ago.

Our instant and in-depth communications systems help him to find out that some things that have been told him aren't really so...people preach "Thou shalt not kill," and go to war; jobs promised if he finishes high school just aren't enough to go around; corruption is visible in high places; solemn marriage vows prove temporary. So he often shows his criticism of what he thinks of as adult failures by trying to become different -- in dress, vocabulary, standards; by ganging together; by taking idealistic though misguided steps to change the world. Often he runs away ... to some ideal, not always from something.

The natural problems and insecurities of teens are doubled in foster children. This is an age when a child thinks deep thoughts about who he is, and the foster child doesn't know where he belongs or where he's going. He's frightened and may show it in unusual ways rather than talk about it. He doesn't like to be different from his friends, but the fact that he's a foster child, a "ward of the court," makes him different and ashamed. He may never have known love and respect so can't be expected to give them, and foster parents can't give him memories of things that he's lacked.

Some of his rebellion has been building up over years. Behavior can hardly be changed by a change of environment. He will likely continue the actions that were a problem before he came to foster care. He may continue to idealize his parents, but may both love and hate them. Girls may want love so much and misunderstand the different kinds of love that they get romantic ideas about a kind foster father or a teacher.

It's a wise parent who can remember that he himself probably sneaked a smoke or a beer, or flounced out of the house yelling hateful things and felt too embarrassed to apologize; who can help a teenager become independent without going too fast; who can weather the rejection that is a natural part of this age; who can realize that youngsters are under tremendous pressures from thousands of advertising campaigns aimed at them and from his own group of friends who may have different ideals, and from organizations competing for his time.

Foster parents caring for teens need their special talents more than ever. They need to accept the child as he is, in a non-critical, non-prudish, non-moralizing atmosphere. They need to remember that he has a right to make mistakes and to be angry. Their purpose is to help him

set some reasonable goals, to resolve his feelings about his parents, to develop selfconfidence and a good image of himself. But sometimes all that can be done is to house, feed and clothe him; listen if he wants to talk, but not to pry if he doesn't; praise him when you can; take his ingratitude; sometimes tell him that his situation is unfortunate but inevitable. If he runs, think of what you'd do if it were your own child. Wouldn't you say, "You can't run from everything you don't like. We'll welcome you back and try to work things out together with your worker"?

Be supportive, young in spirit, keep your sense of humor, take rebellion as a sign of becoming independent, set few but reasonable limits. Teens may resent controls but respect you and consistency. Call for help from other foster parents or your worker. We need you and teens need you. It can be the most rewarding area of foster care.

Driving

Questions regarding driving are difficult to deal with, since the foster parents are liable for automobile insurance and any accidents the child may have. The foster parent liability insurance does NOT cover any motorized vehicles--i.e., cars, motorcycles, boats, snowmobiles, or airplanes are not included in the policy.

Therefore, if you wish the foster child to drive, he must be included in your own auto insurance. If the foster child is employed, you may wish to consider having the foster child take some responsibility by helping to pay the additional payments for car insurance required as a conse-uence of age. You may want to discuss this issue with the child's social service worker.

Employment

Most children, as they grow older, feel a need for an expression of some degree of independence and a desire to "prove themselves". A paying job seems to them to be one way. Should you, as a foster parent, allow the child to accept employment? This is, of course, a decision which should be made jointly with your worker.

There are many facets to this question which should be considered:

1. Will working interfere with the child's school schedule and the preparation of his homework?

2. Will the working hours allow the child adequate rest?

3. How is the money earned to be spent? Will the importance of saving be learned?

4. Which people will he be associating with on his job?

5. With his feeling of growing independence, will he still be willing to be accountable to you, his foster parent?

If you and your social service worker decide that employment is feasible for your foster child, it will be your responsibility to watch for change in attitude and behavior and help make the decision as to the present and ultimate benefit the child will derive from working.

Chapter 14

Emergencies

Generally, there is mutual trust between workers and foster parents that allows you to make most day-to-day decisions independently. However, some situations require the signature of the social service worker or are so worrisome as to require immediate attention. Emergencies which occur during working hours (8:00 a.m. - 4:30 p.m.) should be reported directly to the social service worker or in his absence to the worker's supervisor. If the emergency occurs after work hours or during a weekend the emergency number (listed with other important numbers at the back of this handbook) will get you to the on-call worker.

Some examples of emergencies when the social service worker or on-call worker should be contacted are:

- If the child has run away. You can first give the child reasonable leeway to come home. Call friends where he might be. If you can't locate the child call the social service worker or on-call worker within 12 hours.

- If the child has a sudden serious illness, accident, dental problem, or if the child dies.

- If there is serious trouble with police, juvenile authorities or the school.

- If anyone, including the child's own relatives, tries to take him from your home without prior arrangement by the social service worker.

- If the child isn't returned from a scheduled visit with his family.

- If a member of the child's family becomes abusive during a visit. If you can't handle the situation, call the police and then contact the social service worker or on-call worker.

In all emergencies, take the common sense steps that any parent would to deal with the situation, then call the social service worker or on-call worker.

Chapter 15

The Foster Child's Contacts With His Own Family

The foster child's contacts with his family are sometimes the most crucial and frustrating aspects of being a foster parent. You may have great difficulty accepting the effects visits of your foster child with his family have on him and you.

It may be helpful for you to understand the reasons visits are important. In many cases when children are placed in foster home care the social work plan is for the child to return to his natural parents. In order to determine if this plan is possible, visits between the child and his family are necessary. In some cases, the social service worker may know the child is not likely to return home but because he is very attached to them, he needs to keep in contact with them.

Visits are important, therefore, for the following reasons:

- no matter how troubled or difficult the parents may be, the child may miss them deeply. They are his roots to his past. When he is separated from them, he feels that he has lost a part of himself;

- continuing contact with natural parents can help overcome the damaging effects of long-term substitute care;

- continuing contact with the natural parents gives the child opportunities to see his parents realistically and rationally and to dispel highly irrational feelings and images;

- visits may be therapeutic for the parents if the worker uses them to help the parents be better parents to the placed child, to bring out their "best" when they are with the child;

- if a child is to be returned to his family, visiting is absolutely essential. A child will experience innumerable problems if he is returning to a family where he has become a stranger;

The parent-child tie has deep significance to both the parent and the child. It may be distorted by physical separation, but not eliminated.

We realize visits between the child and his natural parents may be hard for you. The parents may be very different from your standards. The child may be upset before and/or after their visits. The parents may not keep their appointments or make promises they can't keep. However, it is very important that you cooperate in the visiting process for the sake of the child's well being. If you show antagonism toward a child's family, you will not only cause confusion for the child, but you will create a situation of divided loyalties for the child who wants to love both you and his natural parents.

It is important that you discuss with your worker the arrangements for visiting that are to exist with the parent. Then keep the worker informed

about how the visits work out, the child's reactions and any problems that arise. Sometimes parents may visit in your home; let the worker know if there are difficulties in such a plan. Visits can be arranged in the worker's office, or possibly in another location.

Also discuss with your worker how to deal with the foster child's feelings. Avoid criticizing the child's family; he will feel it is directed at him and this is unfair to him.

You should realize the child may pretend that his family is a dream family: he may describe his mother as a "super mom" or liken his dad to his favorite TV idol. He is not really lying -- he just wishes his family could meet some ideal in his mind.

Do not judge the parents or criticize them to the child. If you feel critical of the parents, talk to the social service worker about your feelings.

Children should not be pressed to talk about their families, but on occasion they may want to. If they tell you of having been mistreated by their families, help them understand that their parents were under stress and that they want to be good parents. Help the children see their stay in foster care as a time when parents can try to improve their ability to care for their children.

Chapter 16

Effect on Your Own Family

You will find life pretty much changed once you take someone else's child into your home. It's been described as hectic, exciting, frustrating, tremendous; but never dull.

We try to describe the child's background and family; but our information is limited, so you may not know if the child is allergic to your cat, isn't used to eating at regular times, or has nightmares. You may wonder if you made a mistake in going into foster care, and may think you just can't keep on with it because it's upsetting your family.

However, things do have a way of smoothing out. You will have rewards; some as small as seeing a teenage girl brush her hair from her eyes, now secure enough to face the world that abused her; some as large as receiving in the mail from a former foster child his prized high school diploma, long after you had last heard from him and after you thought you had failed in encouraging him to stay in school. Some improvements you'll never see except to know that your good example has strengthened the child for his life away from you, and will stay in his mind forever.

You will wonder what this unknown child will mean to your own children. This largely depends on how you have raised your children and what you expect from fostering. It can be a worthwhile training experience. Your child can be enriched by the experience of sharing his home and his parents with a child who needs that kind of help. In ways known only to children, he can understand and help and interpret a foster child's feelings, and unconsciously teach the child. He will gain a feeling of pride in being part of a helping effort.

You will be giving up some of your privacy in becoming a foster parent. You'll have extra trips to a doctor, or perhaps to the Mental Health Clinic for the child. Natural parents, grandparents, relatives will require their share of your time. The neighbors will be curious, may be worried, may be helpful. Perfect strangers may comment on your large family or a child of a different race. You have a chance to be a tactful educator for fostering.

Perhaps the most emotional effect will come when the foster child <u>isn't</u> with you -- the time when he has to leave your home. Reasons will have to be explained to your children; the sense of loss will have to be dealt with. A foster family goes through the same steps of separation and grieving that a foster child feels when he is separated from his own family, though usually in a milder form.

Chapter 17

Confidentiality

Information regarding children in foster care and their families should be held in confidence by all concerned. It is, however, appropriate that some confidential information be shared between the social services worker and foster parent. This sharing should always be done with a constructive purpose in mind -- to ultimately benefit the child.

This professional sharing of confidential information is an integral part of the team relationship, and brings with it responsibilities for social service workers and foster parents.

Responsibilities of the Social Service Worker

1. The worker should share confidential information with the foster parents when it will:
   a. Assist them in deciding whether or not to accept a foster child into their home.
   b. Assist them in understanding the child and his behavior.
   c. Assist them in dealing effectively with problems as they arise, both in the early stages of placement and as placement continues.

2. Information to be shared with Foster Parents:
   a. Child's health and immunization record;
   b. Special needs of the child;
   c. Child's likes and dislikes, interests, and potential;
   d. Important life experiences which may affect the child's adjustment;
   e. Positive and negative factors in the child's relationship with his own parent(s) which may affect the child's adjustment in placement;
   f. Established objectives and time limits for the placement.

   When the child being placed is a newborn infant, the social service worker should obtain the following information from the hospital at the time the child is released; this information should be shared with the foster parents:
   - formula and feeding schedule;
   - vitamins;
   - any special health needs or care routines;
   - due date of next checkup.

Responsibilities of Foster Parents

1. Foster parents assume the responsibility of guarding confidential information provided to them.

2. The foster family should only ask for information from the child and his family that will help him or her provide care for the child.

3. Foster parents should help the child understand that information about him may be shared between social service worker and foster parent.

Both foster parents and workers may not share confidential information about the child or his family with anyone else without proper authorization.

Chapter 18

Liability Insurance

Liability insurance is now being provided for all Division of Social Services foster parents in Alaska. The liability insurance program was established in fulfillment of a recommendation by the Task Force on Foster Family Services, a broadly representative group which was charged with evaluating the foster family services program of the Division of Social Services and with making recommendations for improving that program.

The liability insurance will provide coverage in legal actions brought against the foster parents due to accidental injury to the child or because of damage to the property of others resulting from actions of the child. It does not however, include any accidents involving motorized vehicles such as automobiles, motorcycles, boats, snowmobiles, or airplanes. The significance of motorized vehicles being excluded is the fact that if a foster child drives, the foster parents are liable for any accidents he may have. The liability insurance also does not include areas where foster parents are normally expected to have insurance, such as damage to the foster parents or to their home, generally covered by a homeowner's policy.

As a foster parent for the Division of Social Services, you will be covered under the liability insurance policy during the period a foster child is in your home and you are providing foster home care. If you have specific questions about the policy, such as the extent of coverage, the limitations, how to file a claim, or any other questions, contact the child's social service worker.

Chapter 19

Moving With a Foster Child

Whether the planned move is across the street or across the country, the foster care worker who completed the licensing study should be notified as soon as possible prior to the move.

A Local Move

If the planned move is local, the foster care worker will have to be sure that the new home also meets basic fire and health standards and provides enough room for inclusion of a foster child as soon as possible before the move. A license is not transferable to a new address. Once it has been determined that the new home meets the standards, a revised license and identification card showing your new address will be issued. Usually with this type of move, the foster child would remain with your family. However, the child's social service worker would be involved in making the final decision.

A Move to Another Area of the State

If the planned move is to another area of the state, the social service worker and the court may both be involved in the decision. If it is decided to allow the foster child to [illegible] with you, you would be required to contact the new Division of Social Services office which would review the adequacy of your new home and issue a revised license prior to the move. In most cases, the foster child's case would also be transferred to the new office. A social service worker from the receiving office would be assigned. That social service worker would most likely be visiting your home regularly to get to know the foster child and your family. The foster home rate may also change as it differs from one area of the state to another.

A Move to Another State

If the planned move is to another state, both the social service worker and the court will be involved in the decision. If it were decided to approve the foster child's move, the State of Alaska and the receiving state would enter into a formal agreement by which Alaska would retain custody of the child and responsibility for financial support. The receiving state would provide casework services to the foster child and would send regular reports to the social service worker in Alaska. The foster home rate will continue to be paid by Alaska but would be adjusted according to the rate paid by the receiving state. Out of state moves are fairly infrequent but can be worked out when deemed appropriate.

Chapter 20

When the Foster Child Leaves

Many things can happen which would discontinue a foster child's placement in your home. He may return to his own parents, he may go to an adoptive home, or for some reason, you and he may not be able to make a success of living together. The court and the division have the legal authority for making the longterm plans for the child, except in voluntary placements in which case the parents and workers make the plans.

Although you know that foster care is a temporary arrangement, when the time comes for the foster child to leave, you may find it to be much harder to accept than you thought. If you feel sad, don't feel that you have to deny the feelings in front of the child. It is better to show controlled sadness than to show false happiness. If you can show him that although you are sad, you can also let him go, this will help him see a positive way to deal with separations.

You may be surprised at the child's reaction to his leaving. He may be happy if he is returning to his own home, or he may be nervous. He may be sad that he is leaving your home; on the other hand, he may not be able to express any feelings at all, or he may become disobedient.

Occasionally it happens that you are asked to cooperate with a plan with which you don't agree. You may think the child is going back to the same situation he came from. But remember that nothing stands still. He has been given an example of a good home, and some strengths and habits that will stay with him, and his family has made progress also.

When the Division knows that a change will be made, the social service worker will discuss it with you as early as possible and help you prepare the child. The child needs to know where he is going and, if possible, the reasons for the move. He should not be made to feel that he has caused the move because he is bad.

If you find you can't keep the foster child, it's absolutely essential that you give the Division time to find another home, which can't be done on the spur of the moment. It is also very important to allow time to prepare the child for the move, so that he knows ahead of time what will happen to him. Foster parents need to make every effort not to insist on immediate removal of a child except for the most compelling reasons. Any move between foster homes is damaging to a child, and we hope to make as few of them as possible.

If you should want to communicate with the child after he leaves, you will need to discuss your wishes with the child's worker. The positives of his knowing you still care about him will need to be considered along with the wishes of the child, his family, and the feasibility of such communication. Many times it may not be possible for you to remain in contact with the child and you may need to let him go, knowing you have done the best you could for him and that he has benefited from your care.

Chapter 21

Adoption by Foster Parents

Foster parents should be aware that the Division does not view foster parenthood as an avenue to adoption. Our foster home program is designed to provide temporary care for children who, for a variety of reasons, cannot live with their own families. Part of the special quality a foster parent possesses is the ability to provide love, nurturance and physical care to a child who may not be able to show any acknowledgement or appreciation, and may very likely disappear from the foster parent's life never to be heard from again. Persons who are definitely interested in being permanent parents to a child, and who feel they don't have the capacity to be temporary parents, should apply for adoption instead of being foster parents.

It may happen, however, that even if you are aware that you should not consider adoption as a possibility, one of the children in your care may become legally free for adoption, and you may find that you have grown very attached to the child. You may then wonder if you could be considered as an adoptive applicant. In special circumstances, the Division may consider a foster parent as a possible adoptive parent.

The following conditions would need to exist for a foster parent to be considered for adoption:

1) The child has been in the foster home for a period of time and has formed deep emotional ties to the foster parents;

2) The child is over two years of age, has physical or emotional impairments, or is part of a sibling group which would be adopted together; and

3) Adoption by the foster parents is considered to be in the best interests of the child.

The adoption program provided by the Division of Social Services is focused on providing permanent homes for the children for whom the Division has legal responsibility. Part of the legal responsibility includes protecting the rights and interests of the child, and ensuring that legal safeguards are provided to the natural and adoptive parents through appropriate court action. Since adoption is such a serious decision for the child, a foster parent's request for adoption is considered very seriously.

If one of the children in your care becomes free for adoption, and meets all the above conditions, you may want to be considered as a potential adoptive parent. If so, the first step in the process is to talk with the child's social service worker. The process of being considered for adoption
adoption specialist, and consultation between the adoption specialist, the child's social service worker, the social service worker's supervisor, and the Regional Social Services Manager.

Chapter 22

Death Of A Foster Child

In rare circumstances, a child may die while in foster care. In such cases, there may be a number of persons who will want to express their feelings of loss at the death of the child. This includes relatives (natural parents, siblings, and other relatives) and foster parents (current and former).

Responsibility of Social Service Worker

The focus of the worker's responsibility is to inform the appropriate persons of the death, to understand and respect their grief, and to initiate plans for the burial service and other procedures that have to be handled. It is anticipated that the worker, as well as other staff who have recently worked closely with the child or family, may want to attend the services.

Should the child die of an unusual illness or accident, or if there should be any question as to the details of the death, it is possible that an official investigation might ensue. The police or troopers and coroner or magistrate might become involved in determining the facts and would need to ask questions of all persons who knew the circumstances of the child's death. An autopsy might be required. The social service worker may need to coordinate such an inquiry for the Division; the foster parents are expected to cooperate by providing the information they know.

It should be recognized that some parents, because of their feelings about having failed the child in life, may, under pressure of their grief, plan a service beyond their financial means. While respecting their rights, the worker should attempt to help them use sound judgement and not make hasty, impulsive decisions. Some parents may react to the loss of the child by becoming very hostile to the agency, foster parents, or to the hospital personnel.

Responsibility of Natural Parents

Unless parental rights have been severed, the parents retain the right to plan burial services for their child. The worker should be available to advise them and to assist them in planning an appropriate service. This would include making them aware of the foster parent's interest in attending the service or in participating in some other way.

If parental rights have been severed, or if parents cannot be located or refuse to participate and the agency has custody, the agency has the duty to assume the responsibility of planning services.

Rights of the Foster Parents

Foster parents have no legal responsibility in relation to the burial of a foster child. They do have the right to express their grief in appropriate ways in keeping with the wishes of the natural family. For example, it would be anticipated that foster parents would want to attend the service or to send flowers or to make a donation in memory of the child.

In cases where the natural family is not involved, the agency would have the full responsibility. However, the foster parents would be given every opportunity to participate in the planning of the services.

Payment for Burial

For a foster child who was in temporary custody, if the parents, relatives or guardians of the estate are unable or uninterested in paying these costs, the Division of Social Services shall assume the expenses of the funeral. In some cases, it will be necessary to investigate outside resources, such as insurance, fraternal, religious and labor organizations, or Social Security.

For a child who was in permanent custody, such as for adoption, our agency will assume full responsibility and costs.

For a child who was placed by voluntary consent, if the parents or relatives are unable to assume the cost, the Division of Social Services may assume this responsibility.

Funeral services will be provided in accordance with budgetary standards. While simple, they can be done in good taste with respect for the dead and living.

Chapter 23

Appendices

ANTI-DISCRIMINATION STATEMENT

Public law 88-352, The Civil Rights Act of 1964, was approved July 2, 1964. This Act is intended to prevent discrimination in Federally assisted programs. No person in the United States shall, on the grounds of race, color, national origin, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or child welfare service.

If there is any discrimination by staff or vendors, such as providers of medical care and services, in relation to the services which this agency is providing to the foster children in your home, you should inform your worker.

I. A BOOK LIST ESPECIALLY FOR YOUR FOSTER CHILDREN

PICTURE BOOKS

Ets, Marie Hall, Play With Me, New York: Viking, 1968. A little girl learns how to make friends.

Iwasaki, Chihiro, Staying Home Alone on a Rainy Day. New York: McGraw-Hill, 1969. A little girl, left at home all day by herself, waits and worries until Mother finally comes home.

Keats, Ezra Jack, Peter's Chair. New York: Harper and Row, 1967. When his baby sister arrives, Peter learns to share what has always been his very own.

Sendak, Maurice, Where the Wild Things Are. New York: Harper and Row, 1963. When Max's parents call him "a wild thing", he imagines himself in a world where he is accepted and loved best of all, which he really is.

Viorst, Judith, Alexander and the Terrible, Horrible, No Good, Very Bad Day. New York: Atheneum, 1972. A delightful story about a day when everthing goes wrong.

Zolotow, Charlotte, Janey. New York; Harper and Row, 1973. With simplicity and perceptiveness, the author has evoked the painful feelings of loss when Janey's friend moves away.

YOUNGER READERS

Ardizzone, Edward, Lucy Brown and Mr. Grimes. New York: Walck, 1971. When Lucy finds Mr. Grimes, she finds a home where she can be happy.

Hill, Elizabeth Starr, Evan's Corner. New York: Holt, Rinehart and Winston, 1967. Evan longs for a place of his own more than anything else in the world.

Krasilovsky, Phyllis K., The Shy Little Girl. Boston: Houghton Mifflin, 1970. Anne gains self-confidence when she makes friends with a new girl in her school.

Scott, Ann Herbert, Sam. New York: McGraw-Hill, 1967. How a young boy expresses his need for his family's love and attention.

Steptoe, John, Stevie. New York: Harper and Row, 1969. When he joined the family, Stevie was "just trouble" for Robert. But after he left, Robert realized how much he missed him.

Watson, Jane W., Sometimes I'm Afraid. New York: Golden Press, 1971.

Sometimes I Get Angry, (1971). These books are about real feelings and are created in cooperation with the Menninger Foundation.

MIDDLE READERS

Byars, Betsy, The House of Wings. New York: Viking, 1972. Abandoned by his parents, a boy is helped through this experience of loss by his grandfather.

DeJong, Meindert, Journey from Peppermint Street. New York: Harper and Row, 1971. On his first journey from home, a boy knows fear and love.

Greenfield, Eloise, Sister. New York: Crowell, Collier, Macmillan, 1974. Doretha gains the strenth to be herself when she sees that the people closest to her really love her.

LaShan, Eda, What Makes Me Feel This Way? Growing Up With Human Emotions. New York: Macmillan, 1972. This book talks about natural feelings and how they make you what you are..

Murphy, Frances S., Ready-Made Family. New York: Scholastic Book Service, 1972. Three foster children learn that they are loved and wanted, even when Pete gets in trouble.

Sachs, Marilyn, The Bear's House. New York: Doubleday, 1971. More than anything else, Fran Ellen wants to keep her family together.

OLDER READERS

Arthur, Ruth M., The Little Dark Thorn. New York: Atheneum, 1971. Living through experiences of pain and disappointment, Merrie discovers that she can rely on her own strength and spirit.

Kerr, M.E., If I Love You, Am I Trapped Forever? New York: Harper and Row, 1973. In this humorous but penetrating serious novel, Alan develops a new capacity for coping and feeling.

LeShan, Eda, You and Your Feelings. New York: Macmillan, 1975. This book helps young people understand the feelings they have about other people and why they behave as they do.

Oppenheimer, Joan L., On The Outside Looking In. New York: Scholastic Book Services, 1973. After living in a series of foster homes, a lonely and frightened teenager finds she has the strength to help a friend through his difficulties.

Zindell, Paul, The Pig Man. New York: Harper and Row, 1968. Because they form a special friendship with a lonely man, two high school sophmores recognize the feelings they have about their families and the new ones they have about themselves.

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II. SUGGESTED READING LIST FOR FOSTER PARENTS

BEING FOSTER PARENTS

Beckman, Alan C., "Separation Feelings Highlighted in Long-Distance Placements", Child Welfare, December, 1964, 549-533.

Child Welfare - Special Issue on Foster Care, Child Welfare League of America, Volumn LII, No. 2, February, 1973.

Children in Need of Parents, CWLA, New York.

Close, Kathryn, "An Encounter with Foster Parents", Children, July-August, 1971.

Davids, Leo, "Foster Fatherhood: The Untapped Resource", The Family Coordinator, January, 1971.

Geiser, Robert L., The Illusion of Caring: Children in Foster Care, Beacon Press, Boston, 1973.

Hikel, Virginia, "Fostering the Troubled Child", Child Welfare, No. XLVIII No. 7, July, 1969.

Hirschberg, J. Cotter, "A Special Kind of Love", Menninger Perspective, Vol. 4, No. 3, April/May, 1973.

Kaplan, Lillian, M.D., "Treatment of Severly, Emotionally Traumatized Young Children in a Foster Home Setting". Reprinted from: American Journal of Orthopsychiatry, Vol. XXVII, No. 2, April, 1957.

Kline, Draza and Helen Mary Overstreet, Foster Care of Children, Nurture and Treatment, Columbia University Press, New York, 1972.

Kline, Draza, "Understanding and Evaluating of Foster Family's Capacity to Meet the Needs of an Individual Child", Changing Needs and Practices in Child Welfare, Child Welfare League of American, 1960.

Krugman, Dorothy C., Ph.D., "Working With Separation", Child Welfare, November, 1971, Vol. L, No. 9, 528-537.

Littner, Ner, M.D., "The Child's Needs to Repeat His Past: Some Implications for Placement", Changing Needs and Practices in Child Welfare, CWLA, 1960.

Maas, Henry S., and Engler, Richard F., Jr., Children in Need of Parents. Columbia University Press, New York, 1959.

Madison, Bernice and Shapiro, Michael, "Permanent and Long Term Foster Family Care as a Planned Service", Child Welfare X4X, No. 3, 1970.

"On Fostering" 15 articles by and for Foster Parents, CWLA, 1972.

Powell, John, "Why Am I Afraid to Tell You Who I Am?", Chicago: Argus Comm. 1969.

Reistroffer, Mary, What You Always Wanted to Discuss About Foster Care But Didn't Have the Time or Chance to Bring Up, CWLA, 1971.

Reistroffer, Mary, Is It Possible to Emotionally Brutalize Your Foster Child? CWLA Participation of Foster Parents in Decision Making: The Concept of Collegiality.

Reistroffer, Mary, Foster Parents and Social Workers: On the Job Together, CWLA.

Reistroffer, Mary, Thank Goodness Foster Parents are Hooked on Helping, Chelsea Associates, Inc.

Thomas, Carolyn, D.S.W., "The Resolution of Object Loss Following Foster Home Placements", Smith College Studies in Social Work, June, 1967, Vol. XXVII, No. 3.

Sterling, Joy A., "Motherhood, Pro Tem", Ladies Circle Magazine, September 1973.

ABOUT PARENTING

Briggs, Dorothy Corkville, Your Child's Self-Esteem, Garden City, Doubleday & Co., 1970.

Dobson, Dr. James, Dare to Discipline.

"Early Adolescence", Daedelus, Fall, 1971.

Fraiberg, Selma H., The Magic Years, Charles Schribner's Sons, New York, 1959.

Jenkins, Shirley, "Separation Experiences of Parents Whose Children are in Foster Care", Child Welfare, Vol. XLVIII, No. 6, 1969.

Kuebler-Ross, Elizabeth, M.D., On Death and Dying, available in paperback, Macmillan Company, No. 08913, 289 ppsm, $1.95.

McAdams, Phyllis Johnson, The Parent in the Shadows.

Palmer, Sally E., "The Decision to Separate Children from Their Natural Parents", The Social Worker (Canada) May, 1971, Vol. 39, No. 2, 87-89.

Public Affairs Pamphlets: 381 Park Avenue South, New York, New York 10016:
25¢ per pamphlet:

- FL 192 - Democracy Begins in the Home
- FL 373 - How to Bring Up Your Child without Prejudice
- FL 154 - How to "Discipline Your Children"
- FL 216 - How "To Teach Your Child About Work"
- FL 149 - How "To Tell Your Child About Sex"
- FL 236 - Too Young to Marry
- FL 381 - How to Help Your Child in School

Ratz, Sanford, When Parents Fail, Beacon Press, 1971.

"Separation Experience of Parents Whose Children are in Foster Care", Child Welfare, Vol. 48, No. 6, June, 1969, pp. 334-341.

Stern, Edith M. "Mental Illness - A Guide for the Family", National Association for Mental Health, New York, 1968.

ABOUT CHILDREN

Axline, Virginia, Dibs, In Search of Self, Ballantine, 1976, paperback, $1.75

Bowlby, John, M.D., Separation Anxiety: A Critical Review of the Literature, Child Welfare League of American, 1962.

Erickson, Erik H., Childhood and Society, W.W. Norton & Co., New York, 1963.

Gardner, Richard A., M.D., The Boys and Girls Book About Divorce, 1970, Bantam Books, paperback.

Littner, Ner, M.D., Some Traumatic Effects of Separation and Placement, 1956, 32 pp., CWLA, Publication F-17 - 70¢.

Littner, Ner., M.D., Primary Needs of Young Children, CWLA, 1959.

Misseldine, W. Hugh, M.S., Your Inner Child of the Past, Simon & Schuster, New York, 1963.

Public Affairs Pamphlets: 381 Park Avenue South, New York, New York 10016: 25¢ per pamphlet.
FL 293 - The Only Child
FL 237 - The Shy Child.

Reistroffer, Mary, The Foster Child's 3 Sets of Parents, Tape #93-12, Child Care Information Center, Hampton, Virginia, 1972.

Thomas, Carolyn, "Helping Foster Parents Understand Disturbed Children", Child Welfare, Vol. L, No. 3, March, 1971.

Wickes, Frances, The Inner World of Childhood.

Young, Leontine, Life Among the Giants, A Child's Eye View of the Grown Up World, New York, McGraw-Hill Book Co., 1971.

CARING FOR THE INFANT FOSTER CHILD

Infant Care, HEW, Washington, D.C., No. 8, 1963.

Public Affairs Pamphlet: 381 Park Avenue South, New York, New York, 10016: 25¢ per pamphlet.
FL 141 - Enjoy Your Child - Ages 1, 2, & 3

Your Baby's First Year, HEW, Washington, D.C., No. 400, 1962

Your Child From 1 - 3, HEW, Washington, D.C., No. 413, 1964.

CARING FOR THE YOUNG FOSTER CHILD

Felker, Evelyn H., Foster Parenting Young Children, Guidelines From a Foster Parent, New York, CWLA, 1974.

Ginott, Dr. Haim G., Between Parent and Child, Macmillan Co., New York, 1965.

Your Child From 3 - 4, HEW, Washington, D.C., No. 446, 1967.

Your Child From 1 - 6, HEW, Washington, D.C., No. 30, 1962.

Your Child From 6 - 12, HEW, Washington, D.C., No. 324, 1966.

CARING FOR THE TEENAGE FOSTER CHILD

Adolescence for Adults, Volume XXII, No. 1, Blue Print for Health, Blue Cross Association, Chicago, 1969.

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Important Names & Numbers

Police:

Troopers:

Fire:

Division of Social Services Telephone No:

Name of Child's Social Worker:_____

Name of Foster Care Licensing Worker:_____

In case of emergency:_____

Doctors:

Dentists:

School: